

# Schools as Citizenship Laboratories in the Digital Era: A Literature Review

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## ABSTRACT

*Schools function as civic laboratories by utilizing digital technology to instill national values in students, enabling them to promote local culture and traditions through digital media and contribute to a modern national algorithm. This study identifies strategies for integrating digital technology into Pancasila education and examines the role of schools in shaping this national algorithm via social media. Using a systematic literature review, the research focuses on technology-driven citizenship education in the digital era. Findings indicate that schools integrating digital technology into civic education significantly enhance students' understanding of national values. Generation Z actively participates in digital-based civic activities, spreading regional culture, language, and traditions through social media. Teachers, as facilitators of digital citizenship, play a crucial role in shaping students' national identities, particularly in schools with strong technological access. Students receiving digital-based civic education are more proactive in sharing nationalistic content, fostering a national algorithm that boosts national and state awareness among social media users. This research offers practical implications for educators, serving as a guide for integrating digital technology into civic education to develop a national algorithm. It also provides a fresh perspective for Indonesian education policy, advocating the inclusion of digital citizenship in the civic education curriculum to address the challenges and opportunities of the digital era.*

**Keywords:** Citizenship laboratory, digital era, national algorithm, civic education

## ABSTRAK

*Sekolah berfungsi sebagai laboratorium kewarganegaraan dengan memanfaatkan teknologi digital untuk menanamkan nilai-nilai kebangsaan pada siswa, memungkinkan mereka untuk mempromosikan budaya dan tradisi lokal melalui media digital serta berkontribusi pada pembentukan algoritma nasional yang modern. Penelitian ini mengidentifikasi strategi untuk mengintegrasikan teknologi digital ke dalam pendidikan Pancasila dan mengkaji peran sekolah dalam membentuk algoritma nasional ini melalui media sosial. Dengan menggunakan metode systematic literature review, penelitian ini berfokus pada pendidikan kewarganegaraan berbasis teknologi di era digital. Temuan penelitian menunjukkan bahwa sekolah yang mengintegrasikan teknologi digital ke dalam pendidikan kewarganegaraan secara signifikan meningkatkan pemahaman siswa tentang nilai-nilai kebangsaan. Generasi Z secara aktif berpartisipasi dalam kegiatan kewarganegaraan berbasis digital, menyebarkan budaya, bahasa, dan tradisi daerah melalui media sosial. Guru, sebagai fasilitator kewarganegaraan digital, memainkan peran penting dalam membentuk identitas nasional siswa, terutama di sekolah dengan akses teknologi yang memadai. Siswa yang menerima pendidikan kewarganegaraan berbasis digital lebih proaktif dalam menyebarkan konten nasionalis, mendorong terciptanya algoritma nasional yang meningkatkan kesadaran kebangsaan dan kenegaraan di kalangan pengguna media sosial. Penelitian ini memberikan implikasi praktis bagi pendidik, menjadi panduan untuk mengintegrasikan teknologi digital ke dalam pendidikan kewarganegaraan guna mengembangkan algoritma nasional. Selain itu, penelitian ini menawarkan perspektif baru bagi kebijakan pendidikan di Indonesia, mendorong integrasi kewarganegaraan digital ke dalam kurikulum pendidikan kewarganegaraan untuk menghadapi tantangan dan peluang di era digital.*

**Kata kunci:** Laboratorium kewarganegaraan, era digital, algoritma kebangsaan, pendidikan kewarganegaraan

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## INTRODUCTION

The approach to civic education has evolved in tandem with advancements in technology. Digital technology introduces both a new challenge and a significant opportunity for embedding national values in students, particularly through the development of digital platforms and social media, which can enhance the civic education learning process. However, a key challenge lies in preserving national identity and local culture amidst these changes. To address this, digital technology must be strategically designed to foster national awareness. This can be achieved by developing national algorithms aimed at cultivating digitally intelligent citizens (Juliati, 2023).

Online learning offers the potential to enhance the quality of public education by providing broader access to information sources and utilizing interactive media. Furthermore, digital platforms enable students to engage in socio-political discussions that align with global realities, fostering a learning environment where they can develop critical thinking skills while preserving their national identity (Halimi, 2023).

The civic education curriculum in the 21st century must adapt to the needs of students in a digital environment (Jayadiputra, 2022). Utilizing digital tools such as social media and other platforms can serve as effective means to teach Pancasila values and foster national awareness. This approach positions students as active producers capable of navigating various citizenship issues, rather than passive consumers of information. Additionally, integrating fieldwork-based learning with technology provides students with hands-on experiences, allowing them to engage directly with real-world citizenship challenges. By combining these methods, students can develop critical thinking and analytical skills, equipping them to face the complexities of the global era (Kusdarini, 2020).

Given the influence of globalization and the growing impact of external cultures on schools, civic education plays a crucial role in addressing the negative effects of globalization, particularly for students. It is essential that civic education materials remain adaptable to technological advancements, ensuring that students maintain a strong sense of national values even amidst the rapid flow of digital information.

The integration of digital technology into civic education has the potential to enhance national awareness among the younger generation. Advocates suggest that technology-driven civic education not only educates students about their rights and responsibilities as citizens but also fosters a sense of pride in their national identity (Danang, 2023). This is exemplified by initiatives like the Enzim Bakti community, which utilizes digital platforms to raise student awareness of social issues relevant to the challenges of the digital era (Darmawan, 2023).

This article seeks to examine the critical role of digital technology in civic education and explore how schools can actively contribute to shaping a national digital identity—referred to as the national algorithm—through social media. By

integrating digital tools and platforms, schools not only instill Pancasila-based values but also empower students to become engaged, responsible digital citizens.

## RESEACRH METHODS

A systematic literature review (SLR) is a methodical and well-organized approach to identifying, assessing, and synthesizing existing research on a particular subject (Rother, 2007). Its goal is to deliver a thorough and impartial summary of the available evidence. The SLR conducted in this article is restricted to search results from Google Scholar, and the process for organizing the systematic literature is divided into three stages, as detailed in Table 1 below:

Table 1. Format for systematic literature processing.

Input	Process	Exodus
Creating a "search string" from research keyword development	Operate literature searches	Researching and combining
	Conformity check	Describe the results of the study
	Article filtering	

The search for this study was conducted on October 20, 2024, and focused on journal articles retrieved from the Google Scholar database. Google Scholar is widely recognized as a free and accessible scientific publication search engine, offering a range of features that support researchers, students, and individuals engaged in academic and research activities. To ensure a comprehensive yet focused search, specific keywords were carefully selected, including "School," "Citizenship laboratory," "Digital era," "Generation Z," and "digital-based learning." Boolean operators (OR and AND) were used to refine the search results, ensuring that the keywords appeared in the title, abstract, or keyword sections of the articles. This approach was necessary to avoid retrieving an overwhelming number of results, as a broader search could yield hundreds or even thousands of articles by matching keywords anywhere in the text. After applying these search strategies, 420 articles were initially identified as relevant.

The inclusion criteria for this study were designed to ensure the selection of high-quality and pertinent research. Articles were included if they addressed the intersection of civic education, digital technology, and Generation Z, with a focus on digital-based learning or citizenship laboratories. Studies that did not meet these criteria or lacked relevance to the research objectives were excluded. The following table outlines the inclusion criteria used in this study:

Table 2. Inclusion criteria

NO	CRITERION
1	Articles that discuss civic education or civic labs in schools

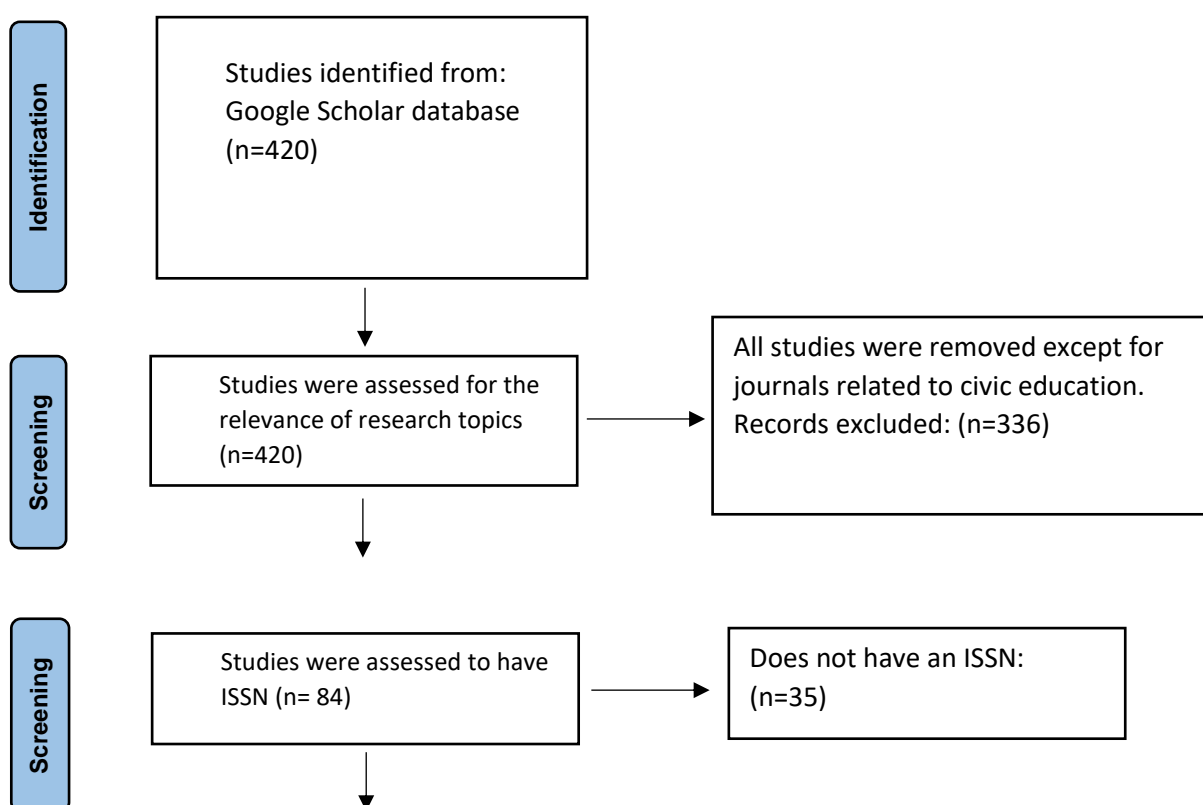
2	Research that alludes to the role of digital technology in civic education
3	Studies that discuss schools as a place for the formation of civic identity

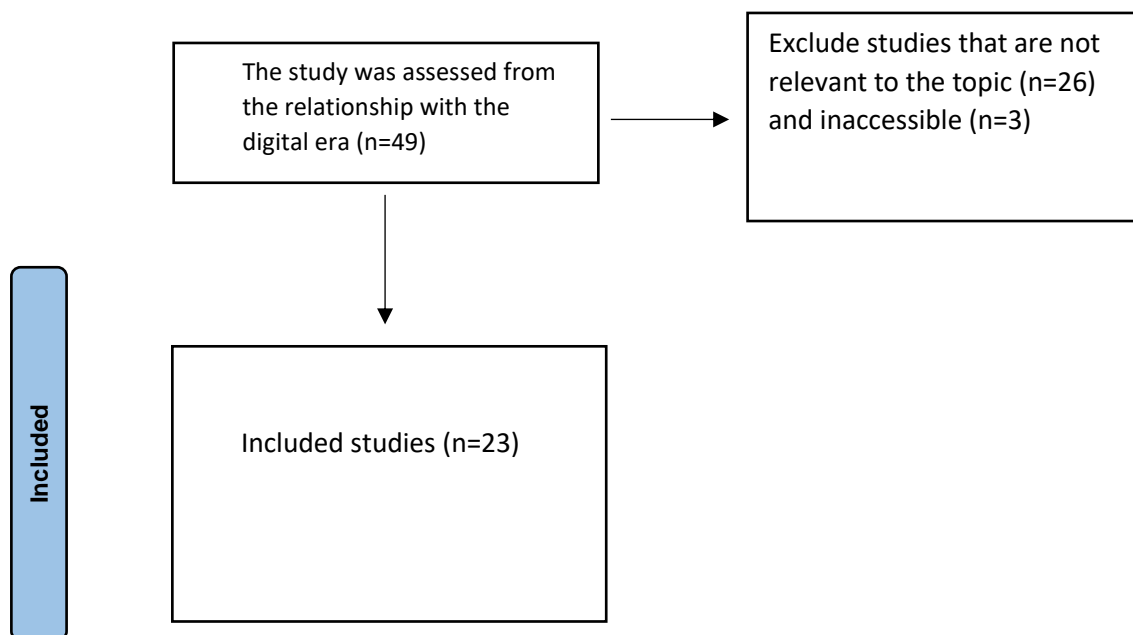
### Exclusion Criteria

After the initial search, 420 articles were successfully identified and from there we went through the exclusion process by following these steps. *First*, we try to ensure the relevance of the research discussion, we only choose research that focuses on the discussion of civic education, then deleted journals that did not have ISSN, leaving 49 studies. Each abstract is read by the author who assesses whether the text is relevant to civic education or Pancasila education. Many studies are excluded because they do not discuss or relate to the use of technology or civic education in the digital era. Twenty-three articles remain, which are read and analyzed based on the research questions outlined above. See figure 1 for a search and screening process flowchart.

Table 3. Exclusion criteria

NO	CRITERION
1	Articles that discuss general education but do not focus on citizenship
2	Research that focuses on technical aspects of digital technology such as software development without any relationship with citizenship
3	Articles, studies and research that do not have ISSN





## RESEACRH RESULT AND DISCUSSION

Civic education has experienced significant transformations in the digital era. The integration of technology into education is a key factor that enhances its implementation, making it more effective and innovative (Anwar, 2023; Nugraha & Saputro, 2022). The widespread digital access available to the younger generation, particularly Generation Z, has shaped their understanding of national values, culture, and national identity in ways that differ from previous generations (Wicaksono & Cahyadi, 2022; Rahmawati & Susanto, 2023). This shift has led to a digital transformation that creates substantial opportunities for character development through digital media, enabling today's students, as Generation Z, to engage more actively in understanding their roles as responsible citizens (Yusron, 2023; Zainuddin, 2023).

The formation of national identity and student character in accordance with Pancasila values is an important goal to be achieved in civic education. However, in the digital era, it is a challenge to be able to adapt this civic education into a digital platform to be attractive and relevant to the younger generation (Susanto, 2022; Hariadi & Saleh, 2022). Learning that focuses on improving students' critical thinking skills and active participation has shown great potential based on previous studies which in its implementation are carried out through project-based learning methods and collaborative learning (Riyadi, 2023; Santoso & Sugianto, 2022; Wirawan & Pratama, 2023). In addition, digital technology allows schools to use various educational platforms and media to enhance students' learning experience and support civic education goals (Dewanti, 2024; Sakuntala, 2024). According to several studies, the use of digital technology in civic education can help in increasing students' active participation and instilling a sense of nationalism (Ramadhan, 2022; Affandi, Mahardhani, & Nasution, 2022). In a situation like this, schools must be able to integrate technology effectively and teachers must be able to become a facilitator of

digital learning that prioritizes national standards (Permana & Fadillah, 2023). Technology-based learning also includes an active learning approach that allows students to learn about citizenship issues using scientific methods that can improve critical thinking skills (Hidayat & Nurhayati, 2023).

The primary goal of civic education is to equip students with a strong understanding of national values and encourage their active participation in civic life, particularly in the digital era (Sutrisno, 2023; Maulana, 2023). Additionally, integrating multicultural education into the curriculum plays a crucial role in fostering inclusive identities, especially in a digital environment where diverse cultural perspectives are easily accessible (Zainuddin, 2023).

Social media serves as a powerful tool in civic education, enabling students to explore national identity by engaging with and promoting local traditions and values through digital content (Rahmawati & Susanto, 2023; Dewanti, 2024). This approach not only strengthens students' connection to their cultural heritage but also enhances their ability to navigate and contribute positively to the global digital landscape.

Based on literature review from journal, schools that use digital technology in the civic curriculum can help students to better understand and appreciate national values. Students can access a variety of content that reflects the diversity of Indonesian culture and traditions through digital learning. So that students are more aware and appreciate the richness of Indonesian culture which is part of their national identity. For example, students can take part in digital simulations, watch documentary videos and access interactive materials that address national issues. In addition, students who are used to using digital platforms in Pancasila and Civic Education learning have access to more resources from various national perspectives.

The integration of digital technology in education enhances student engagement and deepens their understanding of citizenship concepts (Anwar, 2023). Implementing project-based learning with digital tools helps develop critical thinking skills, allowing students to analyze and address civic issues effectively (Riyadi, 2023). Through this approach, students are not just passive recipients of information but actively engage with the material, enabling them to comprehend and connect what they learn to national values and principles in a meaningful way.

### **1. Student Participation and the Role of Teachers in Digital Citizenship Activities**

Digital technology also makes students more aware of the nation's values and allows them to actively participate in activities related to the digital society. Students can actively participate in social campaigns, disseminate information about regional cultures and even start discussions about nationalism by using social media and other platforms. By actively participating, students have the opportunity to express their views and attitudes on national issues in a creative and interest-appropriate way (Wirawan & Pratama, 2023).

In addition, digital-based civic activities allow students to promote their local culture through the content they create and share on social media. For example, video

content, infographics or short articles that promote their local culture or language while still maintaining local cultural values and traditions. Students that introduced to the diversity of Indonesian culture and traditions through digital technology can strengthen their national identity (Dewanti, 2024). In this way, they have contributed to the dissemination of national content that can form a "national algorithm" to create a positive perception of national identity among the younger generation.

Teachers play a crucial role in digital citizenship education, ensuring that students use technology wisely while integrating character education into the PPKn curriculum (Susanto, 2022). Teachers with strong digital literacy not only deliver relevant materials but also guide students in ethical online behavior and critical information analysis (Permana & Fadillah, 2023). As facilitators, they help students filter content and understand national and global issues critically.

Digital literacy is essential in civic education, enabling students to become informed digital citizens and actively engage in social awareness. Teachers can foster national identity and critical thinking through virtual discussions and digital-based collaborative projects, encouraging responsible and informed participation in the digital space (Ramadhan, 2022; Kurniawan, 2023).

Students' and teachers' digital literacy significantly influences the effective use of technology, making it a key factor in civic education. Strong digital literacy skills are essential for both groups, as they form the foundation for critical and responsible engagement in digital learning. With these skills, students become more selective and analytical in their use of technology, ensuring the accuracy of the information they share while gaining a deeper understanding of citizenship concepts.

Teachers play a vital role in guiding students to identify credible information, evaluate sources, and recognize bias or propaganda in digital content. This ensures that technology is not merely a tool but a means to enhance critical thinking, analytical skills, and the reinforcement of Pancasila values in Civic Education. By fostering digital literacy, educators empower students to navigate the digital world responsibly and contribute meaningfully to society.

## **2. The Influence of Digital Technology on the Formation of National Algorithms**

One of the significant results in this literature review shows that students who get digital-based civic education learning are more active in disseminating content that supports national values on social media. The "national algorithm" formed through content, whether in the form of videos, images, or writing, is a phenomenon of forming a positive content pattern that supports national and state awareness where content that promotes nationality or national identity is more widely accessed, liked, and shared (Hidayat & Nurhayati, 2023). This national algorithm not only affects students as content creators but also affects other social media users who see the content. In other words, through the national algorithm, students can play a role in building collective awareness in the younger generation about the importance of

understanding and appreciating national identity as a form of active participation in digital citizenship activities (Wicaksono & Cahyadi, 2022).

National algorithm can be a tool in increasing public awareness of national issues and strengthening the sense of nationalism in social media users. Digital-based civic education can transform into a social movement that can reach the wider community through the formation of a national algorithm. So that learning is no longer just a process of transferring knowledge in the classroom. The use of digital technology in civic education can also disseminate national values through social networks that have an influence on the mindset of the younger generation who are used to the digital interaction process. This shows that civic education in the digital era is able to build national and state awareness and create profound social change.

### **3. The Challenge of digital-based civic education nowadays**

The integration of digital technology in civic education shows a positive impact and raises new challenges such as limited access and digital infrastructure. The quality of learning can be affected by the lack of school resources, especially in accessing adequate technology. The gaps in students' learning experiences can be created due to limited access to digital technology (Yusron, 2023). The integration of digital technology in civic education, which is expected to be applied comprehensively, may also be constrained by limited inadequate infrastructure, especially in some schools in rural areas. Therefore, support for the creation of access to technology and supporting infrastructure from the government is urgently needed (Saputra, 2022). This is important so that all students can benefit from digital citizenship education regardless of their background or school location.

The integration of digital technology in civic education plays a crucial role in shaping students' character and national identity. However, this process must be carefully guided to ensure that students develop a constructive sense of nationalism, rather than merely understanding the concept in theory. The findings of this study highlight the need for a targeted and sustainable learning strategy to effectively integrate digital tools into civic education.

A civic disposition approach in the digital space should prioritize developing "smart and good citizens" who actively engage in digital civic participation (Sakuntala, 2024). This approach encourages students to apply national values in their digital interactions, ensuring that civic education goes beyond theoretical instruction. Ultimately, students should not only understand nationalism conceptually but also practice and embody national values in their everyday lives, both online and offline.

## **CONCLUSION**

Integrating digital technology into the civic education curriculum in schools can significantly improve students' understanding of the principles of nationality. Information technology in civic learning can help students learn national values in a more interactive way. The use of digital platforms such as social media, educational sites and other applications is proven in enabling students to access national and



international information flexibly and continuously. In this case, the school has turned into a civics laboratory where students learn not only theory but also practice, especially in a digital environment that has become an important part of life. Schools that actively use technology in civic learning can help students in appreciating and understanding national values. The results show that the use of digital technology in citizenship can increase students' awareness of the principles of nationalism and diversity.

Teachers play an important role as facilitators in digital citizenship. This role not only requires teachers who have a good understanding of technology but also the ability to teach national values to students in a rapidly evolving digital world. This research shows how the integration of digital technology in civic education can create a "national algorithm", which is an algorithmic pattern that supports the dissemination of content and values that support national identity on social media. This algorithm can increase a sense of nationalism and positive values among students and social media users in general. It can also reduce the negative effects of social media, which is often filled with false information and content that divides national unity.

This study provides a new perspective that can help education policies in Indonesia to incorporate digital citizenship into the civic education curriculum. Generation Z who are active in social media can use the national algorithm to strengthen their national identity. Education based on national values and supported by technology can help Indonesia's young generation maintain their national identity to face the challenges of globalization and make a real contribution to building a positive and nationalistic digital society.

Digital-based civic education offers transformative opportunities to engage students, foster national identity, and develop critical digital literacy skills. However, it also presents challenges, such as addressing the digital divide, combating misinformation, and ensuring equitable access to technology. To maximize its potential, policymakers, educators, and stakeholders must collaborate to create inclusive, innovative, and culturally relevant civic education programs that prepare students to thrive in the digital era while upholding national values and identity.

While integrating digital technology into civic education offers numerous advantages, this study has certain limitations, particularly in its methodology, which relies solely on Google Scholar for literature review. Although Google Scholar provides extensive access to academic publications, it primarily indexes open-access sources, potentially omitting subscription-based or specialized journals that could offer valuable insights.

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